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ABSTRACT

This master list describes the competencies that a bilingual education teacher should demonstrate in order to teach reading and language arts in Spanish. These competencies are divided into 12 areas: (1) commitment to the philosophy and principles of bilingual-bicultural education, of which Spanish reading and language arts are a necessary component; (2) knowledge of the Spanish language and proficiency in listening, speaking, reading, and writing in Spanish; (3) familiarity with the linguistic and cultural systems of Spanish; (4) knowledge of current research in Spanish reading and language arts; (5) knowledge of and skill in employing assessment tools in Spanish reading and language arts; (6) knowledge of the developmental stages of Spanish language acquisition; (7) knowledge of the student's cultural environment and ability to reflect the cultural values of the Spanish learner; (8) knowledge of effective teaching strategies and techniques for instructing Spanish-speaking students; (9) knowledge of effective classroom management techniques; (10) skills in utilizing resources in and out of the school; (11) skills in evaluation procedures; and (12) appreciation of the artistic and aesthetic contributions of Hispanic culture. (CFM)

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NEW YORK STATE CONSORTIUM ON BILINGUAL EDUCATION IN COLLEGES AND UNIVERSITIES

Committe on Reading
and
Language Arts in Spanish

COMPETENCIES FOR TEACHING READING AND LANGUAGE ARTS IN SPANISH

Angela L. Carrasquillo

Introduction

The New York State Consortium on Bilingual Education in Colleges and Universities has various interest groups, composed by people who share a series of common concerns about one educational field area. The Committee on Reading and Language Arts in Spanish is one of these interest groups. The Committee has been working since 1976. One of the priorities of the Committee has been to clarify what competencies should a bilingual education teacher demonstrate to effectively teach reading and language arts in Spanish. After an intensive year of meetings, search of the literature and consultation with specialists in the area of bilingual education and reading, the Committee has came out with this document.

This master list of competencies was developed through a critical review, compilation, categorization of a selection from several existing lists of competencies submitted to the State Department by colleges and universities throughout the State. The competencies described in the following pages could be achieved through a major concentration of courses in the baccalaureate degree or through a specialization in the Master's or Doctoral degree. A six credit practicum on teaching ,reading and language arts in Spanish is also recommended. Therefore, courses leading towards these competencies would have to be subsequently designed.

The Committee that developed this master list was composed by the following members:

Angela Carrasquillo -- Chairperson, Fordham University
Marie Cordero -- C. W. Post
Ada Di Scipio -- Hunter College
Trina Lawson -- Fordham University
Lilliam Malave -- D'Yoville College
Maria Torres del Valle La Guardia Community College
Eloisa Urquiola -- C. W. Post

Recognition should also be given to Daisy De Jesus, from the New York State Department who facilitated the Committee with meeting sites and working materials.

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COMPETENCIES FOR TEACHING READING AND LANGUAGE ARTS IN SPANISH

COMPETENCIES Knowledge, Skills and Attitudes	TYPE OF ASSESSMENT (Assessor: The teacher-trainer unless otherwise specified)
1. Commitment to the philosophy and principles of bilingual bicultural education of which Spanish reading and language arts are a necessary component.	
THE COMPETENT TEACHER OF SPANISH READING AND LANGUAGE ARTS IS ABLE TO:	
(a) Define the role of spanish reading and language arts within bilingual-bicultural education.	Oral and written examinations; Formal and informal interviews.
(b) Describe varied patterns of organizing Spanish and language arts within bilingual education programs.	
(c) Summarize the history of Spanish reading and Language arts within bilingual education in the U. S.	
(d) Write a rationale for the teaching of Spanish reading and Language arts within bilingual education.	
2. Knowledge of the Spanish language and proficiency in listening, speaking, reading and writing in Spanish.	
(a) Pronounce Spanish words correctly.	Oral test; formal interview
(b) Speak and write grammatically correct Spanish.	Written composition, formal interview
(c) Identify and practice non-verbal aspects of the Spanish language.	Informal observation; Classroom observation.
(d) Identify and practice paralinguistic aspects of the Spanish language such as stress, intonation, phrasing, etc., in a native-line manner.	Informal observation.

COMPETENCIES Knowledge, Skills and Attitudes	TYPE OF ASSESSMENT
(e) Correctly use punctuation, form (style), vocabulary and idiomatic expressions.	Samples of written work.
(f) Answer correctly in oral and/or written form, comprehension questions related to Spanish reading selections.	Oral and written tests.
3. Familiarity with the linguistic and cultural systems of Spanish.	
(a) Enumerate and discuss universal characteristics of language as they apply to Spanish.	Oral and written tests.
(b) Identify different Spanish dialects and factors affecting the status of the dialects.	Classroom observation; Tests involving the trainee's identification of dialects recorded on tapes.
(c) Identify and describe the possible effects of contact between Spanish and English in terms of the following: 1) phonological interference 2) morphological interference 3) syntactic interference 4) code switching, etc.	Observation of how trainee handles problems involved in learning two languages, analysis of taped speech samples.
(d) Design and implement activities which minimize linguistic interference.	Demonstrations by trainee; Samples of trainee's products.
(e) Differentiate among the various purposes and types of Spanish used in appropriate social contexts.	Demonstrations of appropriate Spanish style in simulated social situations.
(f) Describe how language planning considerations affect bilingual education. (schooling)	Oral report.
(g) Analyze differences in family structures and patterns of authority across cultures and within a culture.	Oral reports; Case study prepared by trainee.
(h) Accept the language variety of the student and the standard variety as valid systems of communication, each with its own legitimate function.	Observation of trainee's behavior and reaction to language variety of students.

COMPETENCIES Knowledge, Skills and Attitudes	TYPE OF ASSESSMENT
4. Knowledge of current research in Spanish reading and language arts.	
(a) Read and critique professional articles and books related to research in Spanish reading and language arts.	Reviews, summaries and critiques of professional articles and/or books in Spanish.
(b) Use research findings to improve reading and language arts instruction in Spanish.	Research paper; curriculum and instructional designs prepared by trainee. Written evaluation of individual and group progress.
5. Knowledge of and skill in employing assessment tools in Spanish reading and language arts.	
(a) Identify and select specific tests appropriate for use with Hispanic bilingual populations.	Annotated bibliography of assessment batteries; evaluation of existing tests.
(b) List and implement techniques of informal assessment.	Samples of informal test items.
(c) Adapt and employ appropriate assessment batteries for diagnosis and prescription.	Observation of test administratio oral and written diagnosis and prescription based on test scores.
(d) Interpret test scores correctly.	Actual (oral and written) interpretation of sample test scores.
(e) Use item analysis and profile sheets in interpretive testing data.	Development of an item analysis and profile sheet.
(f) Create and utilize test questions which are criterion-referenced, valid and reliable.	Samples of criterion-referenced test items.
(g) Identify, describe and use a variety of assessment tools and procedures including checklists, rating scales, sociometric tools, questionnaires, interview forms which are appropriate for Hispanic students.	Construction of samples of variou tools.
(h) Prepare an informal reading test in Spanish.	Construction of Spanish written test.
(i) Assess student's reading and language arts performance and progress effectively.	Written evaluation of individual and group progress.

COMPETENCIES Knowledge, Skills and Attitudes	TYPE OF ASSESSMENT
6. Knowledge of the developmental stages of Spanish language acquisition.	
(a) Name and explain different theories of child development and native language acquisition.	Written test.
(b) Name and explain the major theories and studies related to the acquisition of two languages simultaneously, i.e., the linguistic development of the bilingual child.	Written test.
(c) Develop and apply Spanish language arts curricula based on language development theories.	Sample curriculum; Sample lesson plans, modules, units, etc.
7. Knowledge of the student's cultural environment and ability to reflect the cultural values of the Spanish learner.	
(a) Develop and implement activities, materials and other aspects of the instructional environment related to:	Questionnaire Sample lesson plans.
(1) the culture and history of the group's ancestry;	
(2) the contribution of the group to the history and culture of the United States;	
(3) the contemporary life styles of the group.	
(b) Recognize and identify the effects of cultural and socioeconomic variables on the student's learning.	Written reports; case studies and anecdotals.
8. Knowledge of effective teaching strategies and techniques for instructing Spanish speaking students.	
(a) Identify, describe and utilize various Spanish reading strategies such as: "el metodo fonetico." "global," as well as other synthetic and analytical reading methods.	Samples of lesson plans; Classroom observations; Survey of materials used in the classroom.
(b) Use literary materials relevant to the Spanish culture and appropriate to the levels of proficiency of the Spanish students.	Survey of reading materials in the classroom; Annotated bibliography compiled by trainee.

COMPETENCIES Knowledge, Skills and Attitudes	TYPE OF ASSESSMENT
(c) Identify cognitive levels and implements reading instruction reflecting knowledge of these levels.	Evaluation of the questioning behavior of the trainee.
(d) Describe, develop and implement activities which take into consideration contrastive linguistic characteristics between Spanish and English.	Lesson plans and materials prepared by trainee.
(e) Develop a comprehensive readiness program based on the needs of beginning readers in Spanish.	Sample readiness activities.
(f) Develop reading and language arts programs of instruction which take into account the entry skills of the student in English and Spanish.	Individually prescribed program designed by trainee for various entry skill levels.
(g) Utilize techniques which enhance student-student, student-teacher, and student-material interactions.	Classroom observations.
(h) Employ techniques that develop self-motivation in students such as reinforcement procedures, verbal and non-verbal feedback and positive interpersonal relations.	Observation of student's reactions, of role playing; Self-assessment of taped lessons by trainee.
(i) Formulate questions that will elicit various levels of thinking in students.	Sample of questions.
(j) Describe the various types of questions students and teachers generate for comprehension purposes.	Sample of questions.
(k) Implement activities which take into consideration oral language skills.	Samples of teacher made materials and activities.
(l) Utilize appropriate techniques to develop grammar skills.	Lesson plans.
(m) Develop and implement activities to improve comprehension and critical reading skills of bilingual learners.	Sample of teacher-made materials and activities; Lesson plans.
(n) Write competencies and behavioral objectives for Spanish reading and language arts.	Samples of behaviorally stated objectives.

COMPETENCIES Knowledge, Skills and Attitudes	TYPE OF ASSESSMENT
(o) Define the terminology relevant to the area of Spanish reading and language arts such as: (1) metodo global (2) apresto (3) destreza (4) cartel de experiencias	Oral and written tests.
9. Knowledge of effective classroom management techniques.	
(a) Demonstrate skills in assessing the limitations and strengths of various instructional patterns and groupings.	Classroom survey; Sociogram prepared by trainee.
(b) Arrange the physical environment of the classroom and utilizes available resources of the school to achieve optimal learning for each pupil.	Diagrams of alternative room arrangements prepared by trainee; Interaction mapping drafted by trainee.
(c) Work effectively with and plan for professionals and other adults in the classroom.	Examination of work logs; Observation; Interview with paraprofessionals and other adults in the trainee's classroom.
(d) Develop record-keeping systems to monitor reading and language arts progress of Spanish students.	Examination of record-keeping system used by trainee.
10. Skills in utilizing resources in and out of the school.	
(a) Identify and use resource centers from which Spanish reading and language arts materials applicable to the bilingual/cross-cultural classroom may be obtained.	Annotated list of resource centers; Annotated bibliography; Reports of visits to resource centers.
(b) Review and select suitable commercially prepared materials for reading and language arts in Spanish.	Critical surveys and written evaluation of materials.
(c) Select audio-visual materials to enrich instruction in reading and language arts.	Observation of the use of audio-visual materials by trainee.

COMPETENCIES Knowledge, Skills and Attitudes	TYPE OF ASSESSMENT
11. Skills in evaluation procedures.	
(a) Assess strengths and weaknesses of self as a Spanish reading and language arts teacher.	Self-assessment; Peer evaluation. Interaction analysis of videotaped lessons.
(b) Identify and assess other factors related to success and failure of the reading process including intellectual, social, cultural and linguistic factors.	Student-directed group evaluation; Written evaluation of individual and group progress. Problem inventory and checklist.
12. Appreciation of the artistic and aesthetic contributions of Hispanic culture.	
(a) Select appropriate library and enrichment books.	Library inventory of literary materials.
(b) Select biographical, autobiographical, historical, cultural or other pertinent Spanish literature.	Research paper.
(c) Identify and integrate various forms of Hispanic literature into the reading and language arts program. Integrate all aspects of Hispanic music and dramatic arts with Spanish language arts curricula.	Lesson plans incorporating literature; student's activities; Literary and aesthetic plans for students prepared by trainee. Lesson plans, Instructional modules